

2023 年成人高等学校招生全国统一考试专升本

英 语

本试卷分第 I 卷(选择题)和第 II 卷(非选择题)两部分。满分 150 分。考试时间 150 分钟。

题 号	I	II	III	IV	V	VI	总 分	统分人签字
分 数								

第 I 卷 (选择题,共 125 分)

得 分	评卷人

I . Phonetics(5 points)

Directions: In each of the following groups of words, there are four underlined letters or letter combinations marked A, B, C and D. Compare the underlined parts and identify the one that is different from the others in pronunciation. Mark your answer by blackening the corresponding letter on the Answer Sheet.

1. A. past

2. A. lunch

3. A. bomb

4. A. alive

5. A. four
- B. fast

B. stomach

B. tomb

B. aware

B. hour
- C. grandson

C. touch

C. climber

C. agent

C. sour
- D. reason

D. speech

D. number

D. attract

D. our

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II . Vocabulary and Structure(15 points)

Directions: There are 15 incomplete sentences in this section. For each sentence there are four choices marked A, B, C and D. Choose one answer that best completes the sentence and blacken the corresponding letter on the Answer Sheet.

6. The world will be different, and we have to be prepared to _____ to the change.

7. Not only the students but also their foreign teacher _____ watching romantic movies.

8. The mayor said that the development would not have any bad _____ upon wildlife in the area.
- A. agree

A. enjoy

A. effect
- B. turn

B. enjoys

B. image
- C. adapt

C. to enjoy

C. result
- D. move

D. enjoying

D. power

9. John has no idea _____ this dog has been following him all the way.

10. The committee insisted that the proposal _____ without delay.

11. You _____ hand in your paper on Monday or you will lose 10 percent of your final score.

12. The university's academic board will _____ this issue first before coming to a decision.

13. She had been taking singing lessons since she was a child and was _____ in winning the competition.

14. The girl spent as much time in watching TV as she _____ in studying.

15. An estimated 50,000 farmers _____ the new method by the end of this year.

16. I have a very busy work schedule, and have almost no time to _____ to body building.

17. _____ a great dancer, Diana often receives invitations to give performances in different countries.

18. Nancy has been reading a long novel _____ the past two weeks.

19. The journey to the lake was terrible, but after we _____ there, we had a wonderful time.

20. My elder sister says I can borrow her newly-bought dress for parties _____ I like.
- A. what

A. be discussed

A. can

A. look up

A. confident

A. does

A. are adopting

A. appeal

A. Has been

A. for

A. have arrived
- B. when

B. to be discussed

B. should

B. look after

B. proud

B. had

B. have adopted

B. devote

B. Being

B. from

B. could arrive
- C. where

C. is discussed

C. may

C. look for

C. good

C. was

C. will have adopted

C. supply

C. Be

C. before

C. would arrive
- D. why

D. is to be discussed

D. would

D. look into

D. capable

D. did

D. have been adopting

D. contribute

D. To be

D. till

D. had arrived

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III . Cloze(30 points)

Directions: For each blank in the following passage, there are four choices marked A, B, C and D. Choose the one that is most suitable and mark your answer by blackening the corresponding letter on the Answer Sheet.

Who have the keener sense of smell, dogs or humans? Most of us would 21 the dog's nose is much more sensitive than man's. After all, dogs are used to 22 criminals, and the police sometimes

use dogs to smell out drugs.

The 23 is that your nose is probably as sensitive as any dog's— 24 you were trained to use your nose 25 . And since your brain is much better than the dog's, you would be much 26 to fool than a dog would be. However, if you wanted to 27 someone's smell, you would have to crawl (爬行) about 28 your hands and knees with your nose to the 29 as the dog does.

In its own way, however, your nose is as sensitive to 30 smells as your ear is to the softest of sounds. Most wine companies employ professional tasters who 31 the quality of their products. These tasters take very small amounts of the 32 , and roll it around in their mouths while 33 chewing movements. This “mouthing” of the liquid forces the air up the back entrance to the nasal cavity (鼻腔) toward the olfactory membrane (嗅觉粘膜), a place 34 smells can best be caught. If the wine suits their taste (actually, if it suits their smell), they may nod 35 .

21. A. remind

B. believe

C. persuade

D. doubt
22. A. track down

B. look at

C. calm down

D. knock at
23. A. reason

B. science

C. truth

D. rule
24. A. if

B. as

C. although

D. unless
25. A. freely

B. properly

C. wildly

D. slowly
26. A. stronger

B. smarter

C. faster

D. harder
27. A. cover

B. follow

C. count

D. leave
28. A. in

B. above

C. on

D. for
29. A. soil

B. earth

C. land

D. ground
30. A. faint

B. strong

C. thick

D. thin
31. A. change

B. keep

C. release

D. judge
32. A. coffee

B. juice

C. alcohol

D. tea
33. A. mastering

B. processing

C. making

D. producing
34. A. which

B. where

C. how

D. why
35. A. approvingly

B. sadly

C. gratefully

D. reluctantly

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IV. Reading Comprehension (60 points)

Directions : There are five reading passages in this part. Each passage is followed by four questions. For each question there are four suggested answers marked A, B, C and D. Choose the best answer and blacken the corresponding letter on the Answer Sheet.

Passage One

My mother raised me with several fixed rules. One was that a gentleman always has a clean handkerchief in his rear (后面的) pocket. I can recall being a ten-year-old on the school playground, feeling the piece of cloth directly over my bottom and wondering what it was there for. Time would tell.

Every night for most of my life, I have removed from my trousers the things I'm going to need the next day—keys, wallet, and handkerchief. After 60 years, my body weight feels wrong if I'm heading out of the house with an empty back pocket.

This rule of behavior, of course, did not apply to one's children in the late 20th century. When my three kids were growing up, they all let me know that my handkerchief was ridiculously old-fashioned. They had their arguments. If you have to be prepared every day for a cold, why not carry a little packet

of tissues, which saves you from that disgusting (恶心的) business of blowing your nose in the thing and then stuffing it back in your trousers?

But a handkerchief is a lot more durable (耐用的) than tissue, creates no waste, and has a far wider variety of uses. One reason my kids saw that handkerchief so often is because of the large number of chocolate mouths and skinned knees that handkerchief wiped. Can you hold the handle of a boiling pot with a tissue? Now that I am a grandfather of five, my handkerchief again has been put to use. When friends become grandfathers for the first time, I often send them a dozen handkerchiefs as a small gift. In fact, for Father's Day last year my wife gave me several new handkerchiefs. Neither of us can count the number of times she was in tears at a movie and said quietly, “Can I borrow your handkerchief?”

36. Which of the following is true about the writer when he was a ten-year-old?

A. He wanted to become a gentleman.

B. He didn't get along with his mother well.

C. He didn't know the uses of a handkerchief.

D. He thought his mother's rules old-fashioned.

37. How did the writer's kids react to his handkerchief?

A. They thought he should get rid of it.

B. They convinced him of its ridiculous trouble.

C. They argued with him about its harmful effect.

D. They assured him it would be replaced by tissues.

38. Why does the writer use the underlined quotation from his wife in the last paragraph?

A. To express gratitude for his wife's gift.

B. To indicate that his wife was easily moved.

C. To demonstrate a role of handkerchiefs in life.

D. To show a change of attitude towards handkerchiefs.

39. What is the best title for the passage?

A. Handkerchief: A Family Tie

B. Handkerchief: A Gift for Grandfathers

C. Handkerchief: Old-fashioned but Useful

D. Handkerchief: Necessary for Gentlemen

Passage Two

Ask any group of parents to describe their eighth graders (八年级学生), and you'll get a surprising—and often contradictory—range of responses. Eighth graders are often quiet and shy, yet they're often loud and frank. They keep pushing you away, yet they're still deeply influenced by everything you say and do. They can make a perfectly reasonable argument as to why they should be allowed to date, yet they can't seem to understand your perfectly reasonable argument for why they should wait. They want to be individuals, yet they want desperately to fit in.

Welcome to the eighth grade! Your child is now a full-grown teenager, and she'll experience great physical, emotional, and intellectual (智力的) changes during this dramatic year. As she moves from childhood to adulthood (成年), she'll begin to look like a young woman, and she'll begin to struggle for the independence of adulthood, for which she's not quite ready yet. Your teenager will experience changes and feel emotions she won't always understand. As a result, she'll sometimes feel a little lost or scared, and often very confused as she struggles to figure out who she is and who she wants to be.

That is where you come in. As much as your eighth grader may push you away, as much as you may feel she doesn't want you around, she does want you to be involved in her life. She needs you to know what's happening to her and around her, especially in school where she may face pressure to fit in

and where she'll face a curriculum that challenges her developing reasoning skills. As the saying goes, "Little kids, little problems; big kids, big problems." And your big kid will need you to help her work those problems out.

40. Which of the following statements about eighth graders is true?
 A. They fit into society well. B. They show conflicting characters.
 C. They push each other away. D. They become increasingly reasonable.
41. Why is an eighth grader's life so dramatic?
 A. She has many roles to play. B. She is losing her independence.
 C. She has become a grown-up woman. D. She is experiencing many changes.
42. For whom is the passage written?
 A. Eighth graders' parents. B. Eighth graders' doctors.
 C. Eighth graders' teachers. D. Eighth graders themselves.
43. What is the writer most probably going to do next?
 A. To criticize eighth graders. B. To introduce a famous teacher.
 C. To discuss the current educational policy. D. To explain how to help eighth graders.

Passage Three

Many years ago, when I was working in a school in Buenos Aires, I was required to teach *Macbeth* to a class of Spanish-speaking schoolboys. I was a bit worried at being given such a task, because Shakespeare's language is not always easy, even for the native speaker. The language of *Macbeth* is particularly rich and strange to the modern reader. I myself had seen and read the play for the first time at an early age, and had been carried away by the story. So, I decided to concentrate first on the action and plot, and as far as possible let the language take care of itself.

I read the play to my students, scene by scene, taking the different parts myself. I did not let my pupils read it aloud for themselves, as I thought they lacked necessary experience and skill to benefit from this. At the end of each scene, I saw to it that everybody understood what had happened, and we briefly summarized this in writing. After this, I went through the scene again, explaining those language points that might prevent essential comprehension, and then I read the scene straight through once more.

This was not a very exciting approach. The pupils' participation was largely passive. I was in fact doing most of the work. However, when we had gone through about half of the play in this manner, I discovered to my great surprise that the class had taken the book home and finished it for themselves. Through my efforts, they had woken up to the idea that the story was exciting, and wanted to know how it turned out in the end.

We went ahead and finished the play, working more rapidly, and went on to discuss and read parts of the play again, focusing on the characters, plots, themes, etc. Without noticing it, we did a lot of practice in oral and written English.

44. What made the teaching of *Macbeth* a worrying task?
 A. The story is very boring. B. The teacher hadn't read the play.
 C. Shakespeare's language is difficult. D. The students hadn't watched the play.
45. When did the language of *Macbeth* start to be dealt with?
 A. Before the teacher read the play. B. After the pupils read the play aloud.
 C. After the pupils understood the plot. D. Before the teacher explained the writing skills.
46. What surprised the teacher greatly?
 A. The pupils started to learn actively. B. The pupils summarized the plot orally.
 C. The pupils began to enjoy the language. D. The pupils became very excited in class.

47. What can be learned from the teaching practice in the passage?
 A. Group work is useful for learning a language.
 B. Good teachers focus on teaching language points.
 C. Shakespeare's plays are suitable for foreign students.
 D. Proper teaching methods might arouse pupils' interest.

Passage Four

In their recent book, "Wildhood," Harvard biologist Barbara Natterson-Horowitz and science journalist Kathryn Bowers point out that adolescent (青春期的) animals and human teenagers go through the same sorts of challenges. With little life experience, adolescent animals engage in dangerous but beneficial behaviors. For example, they watch, smell and learn about the animals that eat them, gathering all kinds of information that can keep them safer as adults. Similarly, human teenagers try to have as many experiences as they can before they leave the nest.

Another key aspect of adolescents is the amount of time they spend in groups. This period is marked by peak levels of peer (同伴) pressure and near-disaster. Scientists have found that adolescents of all kinds tend to make dangerous moves while with peers. Laurence Steinberg, a psychology professor, set up two experiments. One involved mice, half of which were adolescents, drinking alcoholic water. In the other experiment, human teenagers played a driving video game. The results were surprisingly similar. "We found that in the presence of peers, adolescent mice drank more than they do when they're alone," Steinberg said. The teenagers in the driving study also took more risks when others were around. Just knowing there were other teenagers watching appeared to make the one behind the wheel act more carelessly. These findings reveal another adolescent quality: the desire to socialize. "For the most part, adolescents like to be with other adolescents," Steinberg said.

While writing the book, both Natterson-Horowitz and Bowers were raising a human teenager in their homes. Their desire to understand the wild was driven by wanting to understand their own children.

48. What do adolescent animals and human teenagers have in common?
 A. They like to stay in the nest for safety.
 B. They are interested in the adult world.
 C. They are good at gathering information.
 D. They tend to take risks to gain experience.
49. What is found in Steinberg's experiments about peer pressure?
 A. Adolescent mice take fewer risks in a peer group.
 B. Adolescent mice drink more when they are alone.
 C. Teenagers drive more carelessly with peers around.
 D. Teenagers play more video games with their friends.
50. Which of the following is closest in meaning to "socialize" in Paragraph 2?
 A. Live alone. B. Help each other.
 C. Take responsibilities. D. Spend time with others.
51. Why did Natterson-Horowitz and Bowers write the book?
 A. To better educate human teenagers. B. To better understand their own children.
 C. To research on adolescent peer pressure. D. To get to know adolescent drinking problem.

Passage Five

Americans like to be straightforward when it comes to getting to know someone. Their personal questions might seem offensive in some cultures. For example, "Where did you go to school?" might

annoy an Englishman, because the answer reveals his social status. Here, it is simply an attempt to speed up the getting-to-know-you process.

While many Americans are very well-traveled, they’re in the minority. Don’t be offended if a comment about your country or culture seems insulting—it’s usually just a lack of information, and a gentle correction will be well accepted. What if the conversation goes wrong to a topic that you find private, such as health or politics? Americans can’t always take a subtle hint when they’re being disturbing—a light-hearted comment and a change of subject will probably work. If you’re from Europe, expect to hear how many famous ancestors of your country appear in their family tree. And if you’re from Britain, that sudden odd way of speaking is probably an American’s attempt to imitate your accent—it’s meant to be joking. These days there is little in the United States that truly offends. As a universal rule, it is also wise to avoid talking about religion, money, and politics.

So, now that you know what to expect, how do you go about meeting one of those 315 million Americans? As we have seen, Americans are doers, joiners, and organizers. According to the old joke, if you put two British people on a desert island, they’ll form a committee. Two Americans are more likely to set up a boat-building club, or a professional association for survivors. They can’t resist talking to someone who shares their particular passion, so whatever your professional or leisure interest, find a group and get involved.

52. What would Americans most probably do when they meet a European?

- A. They would correct his English accent.
- B. They would hear his opinion of America.
- C. They would inquire about Europe’s health system.
- D. They would boast about their European ancestors.

53. According to the writer, what should a European do to get along with Americans?

- A. Join their groups.
- B. Set up a club for them.
- C. Talk about their history.
- D. Keep them at a distance.

54. What is the writer’s attitude towards Americans?

- A. Indifferent.
- B. Objective.
- C. Critical.
- D. Disappointed.

55. What is the best title for the passage?

- A. Working with Europeans
- B. Finding out Americans’ Passions
- C. Getting to Know Americans
- D. Learning about European Cultures

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V. Daily Conversation(15 points)

Directions: Pick out appropriate expressions from the eight choices below and complete the following dialogue by blackening the corresponding letter on the Answer Sheet.

A. I have a reservation	B. How do you do
C. What’s the name, please	D. Here you are
E. How may I help you	F. I have a very nice stay here
G. Did you have a pleasant trip	H. May I see your ID, please

Clerk: Hello, welcome to North Park Hotel! 56 ?

David: Hi, yes. 57 . My assistant booked a room for me three days ago.

Clerk: 58 ?

David: Sarah Gatesby.

Clerk: Ah, yes. She has booked a standard double room, non-smoking for David Black.

David: Yes, that’s me.

Clerk: 59 ?

David: Sure. 60 .

Clerk: Thank you.

第 II 卷 (非选择题,共 25 分)

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VI. Writing(25 points)

Directions: For this part, you are supposed to write an essay in about 100 – 120 words based on the following situation. Remember to write it clearly.

61. 你(Li Yuan) 要参加一次英语征文比赛, 题目为 My Favorite Photo。请写一篇短文参赛, 内容包括:

- 拍照时间和地点;
- 照片中的人物或景物;
- 喜欢这张照片的原因。

参考答案及解析

I. Phonetics

- 1.【答案】 D
- 2.【答案】 B
- 3.【答案】 D
- 4.【答案】 C
- 5.【答案】 A

II. Vocabulary and Structure

- 6.【答案】 C
【考点点拨】 考查动词辨析。
【应试指导】 句意: 世界将会不同, 我们必须准备好适应这个变化。agree 意为“同意”, turn 意为“转动”, adapt 意为“适应”, move 意为“移动”, 故选 C。
- 7.【答案】 B
【考点点拨】 考查主谓一致。
【应试指导】 句意: 不仅学生们喜欢看浪漫爱情电影, 他们的外教老师也喜欢看。not only...but also...连接两个或两个以上的名词作主语时, 谓语动词应和最近的一个主语保持一致, 故选 B。
- 8.【答案】 A
【考点点拨】 考查固定短语。
【应试指导】 句意: 市长说开发不会对该地区的野生动物造成任何不良影响。have an effect upon sth. 意为“对……产生影响”, 故选 A。

- 9.【答案】D
【考点点拨】考查同位语从句。
【应试指导】句意:约翰不知道为什么这条狗一路上跟着他。分析句子成分可知,空格后是同位语从句,作 idea 的同位语。空格处为同位语从句的引导词,根据句意,故选 D。
- 10.【答案】A
【考点点拨】考查虚拟语气。
【应试指导】句意:委员会坚持要求立刻讨论这个提议。在 insist, order, command, demand, desire, require, request 等词后的宾语从句要用虚拟语气。这类虚拟语气由“should + 动词原形”构成,其中 should 通常可以省略。故选 A。
- 11.【答案】B
【考点点拨】考查情态动词。
【应试指导】句意:你应当在周一交论文,否则你的最终成绩将扣 10%。can 意为“能,会”,should 意为“应当,应该”,may 意为“可能”,would 意为“大概,也许”。根据句意,故选 B。
- 12.【答案】D
【考点点拨】考查短语辨析。
【应试指导】句意:这所大学的学术委员将在作出决定之前先调查这个问题。look up 意为“查找”,look after 意为“照顾”,look for 意为“寻找”,look into 意为“调查”,故选 D。
- 13.【答案】A
【考点点拨】考查固定搭配。
【应试指导】句意:她从小就开始上声乐课,对赢得比赛充满信心。be confident in 意为“对……有信心”,be proud of 意为“为……感到自豪”,be good at 意为“在某方面擅长”,be capable of 意为“有能力做某事”。空格后为 in,故选 A。
- 14.【答案】D
【考点点拨】考查助动词。
【应试指导】句意:这个女孩花在看电视和学习上的时间一样多。句中比较的是这个女孩在看电视和学习上花费的时间,用 did 代替 spent,故选 D。
- 15.【答案】C
【考点点拨】考查时态。
【应试指导】句意:到今年年底,预计将有 5 万农民采用这一新方法。“by + 将来的时间”作状语时,句子应用将来完成时态,表示在将来某一时间以前已经完成或一直持续的动作。故选 C。
- 16.【答案】B
【考点点拨】考查固定短语。
【应试指导】句意:我的工作很忙,几乎没有时间去健身。appeal to 意为“呼吁,吸引”,devote to 意为“将时间、金钱、精力、注意力等用于某事”,supply to 意为“提供”,contribute to 意为“有助于”,故选 B。
- 17.【答案】B
【考点点拨】考查非谓语动词。
【应试指导】句意:作为一名伟大的舞蹈家,戴安娜经常收到邀请到世界各国演出。分析句子成分可知,本句主谓宾结构完整,因此空格处应用非谓语动词。Diana 与 be 动词在逻辑上是主谓关系,因此应用现在分词形式作状语,故选 B。
- 18.【答案】A
【考点点拨】考查介词。
【应试指导】句意:在过去的两个星期里,南希一直在读一本长篇小说。现在完成进行时构成形式为“have/has been + doing”,表示从过去某时间开始一直延续到现在的动作,也可能会持续下去,常和 all this time, this week/month, recently 等状语或 since, for 引导的状语连用,故选 A。
- 19.【答案】D
【考点点拨】考查时态。
【应试指导】句意:去湖边的旅行很糟糕,但到达那里后,我们玩得很开心。过去完成时构成形式为“had + 动词过去分词”,表示在过去某个时间或动作前已经完成的动作或状态,即过去的过去。由 after 和 had 可知,动作是发生在 had 的过去,也就是过去的过去,需用过去完成时,故选 D。
- 20.【答案】B
【考点点拨】考查连词辨析。
【应试指导】句意:我姐姐说如果我愿意,我可以借她新买的衣服参加聚会。since 意为“因为”,if 意为“如果”,whether 意为“是否”,though 意为“虽然”,故选 B。

III. Cloze

- 21.【答案】B
【考点点拨】动词辨析题。
【应试指导】本句句意:我们大多数人都认为狗的鼻子比人的鼻子灵敏得多。remind 意为“提醒”,believe 意为“相信,认为”,persuade 意为“说服”,doubt 意为“怀疑”。根据句意,故选 B。
- 22.【答案】A
【考点点拨】短语辨析题。

- 【应试指导】本句句意:毕竟,狗被用来追踪罪犯,警察有时用狗来闻出毒品。track down 意为“追踪”,look at 意为“看”,calm down 意为“冷静下来”,knock at 意为“敲”。根据句意,故选 A。
- 23.【答案】C
【考点点拨】名词辨析题。
【应试指导】本句句意:事实是,你的鼻子可能和任何一只狗的鼻子一样敏感——如果你被训练正确地使用鼻子。reason 意为“理由”,science 意为“科学”,truth 意为“真理,事实”,rule 意为“规则”。根据句意,故选 C。
- 24.【答案】A
【考点点拨】连词辨析题。
【应试指导】本句句意:事实是,你的鼻子可能和任何一只狗的鼻子一样敏感——如果你被训练正确地使用鼻子。if 意为“如果”,as 意为“因为,随着”,although 意为“虽然”,unless 意为“除非”。根据句意,故选 A。
- 25.【答案】B
【考点点拨】副词辨析题。
【应试指导】本句句意:事实是,你的鼻子可能和任何一只狗的鼻子一样敏感——如果你被训练正确地使用鼻子。freely 意为“自由地”,properly 意为“适当地,正确地”,wildly 意为“野生地,野蛮地”,slowly 意为“缓慢地”。根据句意,故选 B。
- 26.【答案】D
【考点点拨】形容词辨析题。
【应试指导】本句句意:由于你的大脑比狗的大脑聪明得多,你将比狗更难被愚弄。stronger 意为“更强”,smarter 意为“更聪明”,faster 意为“更快”,harder 意为“更难”。根据句意,故选 D。
- 27.【答案】B
【考点点拨】动词辨析题。
【应试指导】本句句意:如果你想追踪某人的气味,你必须像狗一样用手和膝盖爬行,鼻子贴近地面。cover 意为“覆盖”,follow 意为“追随,追踪”,count 意为“数数”,leave 意为“离开”。根据句意,故选 B。
- 28.【答案】C
【考点点拨】介词辨析题。
【应试指导】本句句意:如果你想追踪某人的气味,你必须像狗一样用手和膝盖爬行,鼻子贴近地面。in 意为“在里面”,above 意为“在……上方,超过”,on 意为“在……之上,由……支撑”,for 意为“为了”。根据句意,故选 C。
- 29.【答案】D
【考点点拨】名词辨析题。
【应试指导】本句句意:如果你想追踪某人的气味,你必须像狗一样用手和膝盖爬行,鼻子贴近地面。soil 意为“土壤”,earth 意为“地球”,land 意为“土地”,ground 意为“地面”。根据句意,故选 D。
- 30.【答案】A
【考点点拨】形容词辨析题。
【应试指导】本句句意:你的鼻子对微弱的气味就像你的耳朵对最轻柔的声音一样敏感。faint 意为“(光、声、味)微弱的”,strong 意为“强壮的,强烈的”,thick 意为“厚的”,thin 意为“薄的,细的”。根据句意,故选 A。
- 31.【答案】D
【考点点拨】动词辨析题。
【应试指导】本句句意:大多数葡萄酒公司都聘请了专业的品酒师来评判他们产品的质量。change 意为“改变”,keep 意为“保持”,release 意为“释放”,judge 意为“评判”。根据句意,故选 D。
- 32.【答案】C
【考点点拨】名词辨析题。
【应试指导】本句句意:这些品酒师喝下非常少量的酒,并把酒在嘴里滚动,同时做咀嚼动作。coffee 意为“咖啡”,juice 意为“果汁”,alcohol 意为“酒”,tea 意为“茶”。根据句意,故选 C。
- 33.【答案】C
【考点点拨】动词辨析题。
【应试指导】本句句意:这些品酒师喝下非常少量的酒,并把酒在嘴里滚动,同时做咀嚼动作。mastering 意为“掌握”,processing 意为“处理”,making 意为“做”,producing 意为“生产”。根据句意,故选 C。
- 34.【答案】B
【考点点拨】连词辨析题。
【应试指导】本句句意:这种液体的“吞噬”迫使空气从鼻腔的后部入口流向嗅觉粘膜,这是最容易捕捉到气味的地方。分析句子成分可知,空格处引导的是定语从句,且表示的是地点。which 意为“哪一个”,where 意为“那里”,how 意为“如何”,why 意为“为什么”。根据句意,故选 B。
- 35.【答案】A
【考点点拨】副词辨析题。
【应试指导】本句句意:如果葡萄酒符合品酒师的口味(实际上,如果葡萄酒符合品酒师的嗅觉),他们可能会赞许地点头。approvingly 意为“赞许地”,sadly 意为“伤心地”,gratefully 意为“感激地”,reluctantly 意为“不情愿地”。根据句意,故选 A。
- IV. Reading Comprehension
- 36.【答案】C
【考点点拨】事实细节题。

- 【应试指导】文章第一段第三句提到,作者还记得自己 10 岁的时候在学校操场上,摸着那块直接盖在作者屁股上的布,想知道它是干什么的。由此可知,作者在 10 岁时不知道手帕的用途。故选 C。
37. 【答案】A
【考情点拨】推理判断题。
【应试指导】文章第三段第二、三、四句提到,当作者的 3 个孩子长大后,他们都告诉作者,作者的手帕过时地可笑。如果每天都要为感冒做好准备,为什么不随身携带一小包纸巾呢? 这样就不用再用手帕擦鼻涕,然后再把手帕塞回裤子里了。由此可推断,作者的孩子认为作者应该摆脱手帕。故选 A。
38. 【答案】C
【考情点拨】推理判断题。
【应试指导】根据文章第四段可知,手帕比纸巾耐用得多,不会产生浪费,用途也更广泛。作者经常把手帕作为礼物送给朋友,他的妻子也在去年父亲节给了他几条新手帕。作者妻子在看电影时流泪,悄悄地对作者说:“我能借用你的手帕吗?”由此可推断,作者在最后一段使用了他妻子所说的话,是为了证明手帕在生活中的作用。故选 C。
39. 【答案】C
【考情点拨】主旨大意题。
【应试指导】通读全文可知,文章讲述了作者坚持使用手帕的故事。虽然使用手帕在 20 世纪末的孩子眼中是过时的,他们认为使用纸巾比较合适,但是手帕比纸巾耐用得多,不会产生浪费,用途也更广泛。由此可知,手帕虽然过时但是很实用。故选 C。
40. 【答案】B
【考情点拨】事实细节题。
【应试指导】文章第一段提到,八年级学生既安静又大声,既独立又容易受影响等。由此可知,他们表现出相互矛盾的性格。故选 B。
41. 【答案】D
【考情点拨】事实细节题。
【应试指导】文章第二段第二句提到,八年级学生现在已经长大成人,在这戏剧性的一年里,她将经历巨大的身体、情感和智力的变化。故选 D。
42. 【答案】A
【考情点拨】推理判断题。
【应试指导】文章第二段提到,你的孩子到了八年级将会经历很多变化。文章第三段提到,八年级的孩子会面临一些问题,你的大孩子需要你帮助她解决这些问题。由此可推断,这篇文章是为八年级学生的父母写的。故选 A。
43. 【答案】D
【考情点拨】推理判断题。
【应试指导】文章第三段最后一句提到,你的大孩子需要你帮助她解决这些问题。由此可推断,作者下一步最有可能会阐述如何帮助八年级学生。故选 D。
44. 【答案】C
【考情点拨】事实细节题。
【应试指导】文章第一段第二句提到,作者有点担心讲解《麦克白》这个教学任务,因为莎士比亚的语言并不总是那么简单,即使对以英语为母语的人来说也是如此。故选 C。
45. 【答案】C
【考情点拨】事实细节题。
【应试指导】文章第二段提到,作者把剧本一幕幕地读给学生们听,在每一个场景的结束,作者确保每个学生都明白发生了什么。之后,作者再解释那些可能会妨碍基本理解的语言点。由此可知,在学生们理解了剧情之后,作者才开始解释《麦克白》中的语言。故选 C。
46. 【答案】A
【考情点拨】事实细节题。
【应试指导】文章第三段第四句提到,作者非常惊讶地发现,全班同学把书带回家,自己完成了学习。由此可知,学生们开始主动学习让作者大吃一惊。故选 A。
47. 【答案】D
【考情点拨】推理判断题。
【应试指导】通读全文可知,文章描述了作者通过一种特定的教学方法,首先讲解情节,然后处理语言点,最终激发了学生们对《麦克白》的兴趣,使他们主动完成了学习。由此可推断,合适的教学方法可能会激发学生的兴趣。故选 D。
48. 【答案】D
【考情点拨】事实细节题。
【应试指导】文章第一段第二句和第四句提到,由于缺乏生活经验,青春期的动物会做出危险但有益的行为。同样,青少年也会尽可能多地体验生活。由此可知,青春期的动物和青少年的共同之处是他们常常冒险以获得经验。故选 D。
49. 【答案】C
【考情点拨】事实细节题。
【应试指导】文章第二段第八、九、十句提到,斯坦伯格在实验中发现,有同伴在场的时候,青春期的老鼠比独

- 处的时候喝得更多。在另一个实验中,斯坦伯格发现,青少年在其他人在场的时候也会冒更多的风险,知道有其他青少年在看,开车的那个青少年表现得会更不小心。故选 C。
50. 【答案】D
【考情点拨】词义理解题。
【应试指导】文章第二段最后一句提到,对于大多数青少年来说,他们喜欢和其他青少年在一起。socialize 意为“社交”,即“花时间和其他人在一起”。故选 D。
51. 【答案】B
【考情点拨】事实细节题。
【应试指导】文章第三段提到,纳特森-霍洛维茨和鲍尔斯在撰写这本书的时候,他们自己家里也在抚养一个青少年。他们写这本书的目的是因为他们想要更好地了解自己的孩子。故选 B。
52. 【答案】D
【考情点拨】事实细节题。
【应试指导】文章第二段第五句提到,如果你来自欧洲,预计你会听到你的国家有多少著名的祖先出现在美国人的家谱中。由此可知,当美国人遇到欧洲人时,他们最有可能会吹嘘他们的欧洲祖先。故选 D。
53. 【答案】A
【考情点拨】事实细节题。
【应试指导】文章第三段最后一句提到,美国人会情不自禁地找一个和他们有共同爱好的人交谈,所以无论你的职业或业余兴趣是什么,找一个群体并加入其中就行。故选 A。
54. 【答案】B
【考情点拨】观点态度题。
【应试指导】通读全文可知,作者在介绍美国人的时候并没有带有明显的感情色彩,而是以客观中立的态度进行介绍。故选 B。
55. 【答案】C
【考情点拨】主旨大意题。
【应试指导】通读全文可知,文章主要讲述了美国人的交际方式以及如何更好地了解和融入美国文化。故选 C。

V. Daily Conversation

56. 【答案】E
57. 【答案】A
58. 【答案】C
59. 【答案】H
60. 【答案】D

VI. Writing

写作评分标准

1. 评分原则:
(1) 本题总分为 25 分,分五档给分。
(2) 评分时,先根据文章的内容和语言确定其所属档次,然后根据该档次的具体要求给分。
(3) 纳入第五档的作文应取得至少两位阅卷教师的认可。
(4) 字数不足 100 或超出 120 的,酌情扣 1~2 分。
(5) 拼写与标点符号的准确性视其对表达的影响程度予以评分。英、美式拼写均可。
(6) 如书写较差,以致影响表达,将分数降低一个档次。
2. 评分标准:

第五档 (21~25 分)	很好地完成了试题规定的任务。 主题突出;内容充实,层次分明;行文流畅;使用了丰富的语法结构和词汇;基本无语言错误。
第四档 (16~20 分)	较好地完成了试题规定的任务。 主题明确;内容完整,层次清楚;文字连贯;语法结构有变化,词汇比较丰富;有少量语言错误。
第三档 (11~15 分)	基本完成了试题规定的任务。 主题不明确;内容尚完整,有层次;语句较通顺;虽有不少语言错误,但不影响内容表达。
第二档 (6~10 分)	未能按要求完成试题规定的任务。 主题不明确;内容不完整,层次不清;缺少连贯性;语句欠通顺;有较多的语言错误,影响了内容表达。
第一档 (1~5 分)	未完成试题规定的任务。 明显跑题;内容贫乏,结构层次混乱;语句不通顺;有严重的语言错误。
0 分	所写的内容与试题要求毫不相关,语句混乱,无法理解。